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Organizational Communication, Work Motivation, and Pedagogical Competence of Public Elementary School Teachers in the Division of Cabuyao City

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Abstract. This study attempted to determine the organizational communication, work motivation, and pedagogical competence of public elementary school teachers in the division of Cabuyao City. Specifically, it investigated the respondents’ level of organizational communication in terms of task-oriented communication and informative communication, level of work motivation in terms of intrinsic and extrinsic, and level of pedagogical competence in terms of knowledge, skills, and professional development. Further, the study probed the relationship between the respondents’ level of organizational communication and pedagogical competence, level work motivation and pedagogical competence, level of organizational communication and level of work motivation. Finally, it proved the predictive are level of organizational communication and level of work motivation, taken singly or in combination, of level of pedagogical competence of public elementary school teachers in the Division of Cabuyao City. The study results showed that average weighted mean of 3.60 revealed that the respondents’ level of organizational communication was very high as task oriented communication=3.60 and informative communication=3.59 were very high, an average weighted mean of 3.41 in level of work motivation was very high and revealed also that the respondents’ intrinsic =3.56 and extrinsic=3.25 were very high, and average weighted mean of 3.60 revealed the respondents’ level of pedagogical competence was very high as knowledge=3.63, skills=3.57, and professional development=3.60 were very high. The obtained p-values for task-oriented communication and =0.000 and informative communication= 0.000 were all less the level of significance of 0.01, therefore, significant relationship was observed between the level of organizational communication and level of work motivation. Likewise, the obtained p-values of knowledge, skills and professional development were 0.000 respectively were less the significance of 0.01, therefore, significant relationship was noted in the respondents’ level of organizational communication and pedagogical competence. Lastly, the obtained probability values of 0.000 (intrinsic motivation) and 0.000 (extrinsic motivation) were less the significance of 0.01, consequently, significant relationship was observed in the respondents’ level of work motivation and pedagogical competence.

Keywords. Level, Organizational communication, Work motivation, Pedagogical competence
I. Introduction

The process of managing schools change today is quite complex. School leaders play an important role as they are responsible for the management and implementation of this complex process. Also, in the context of digitalization, changing traditional interaction models is among the main topics of education. Hence, Yango et al. (2019) added that educational process is particularly effective in increasing efficiency and productivity as well as in diversifying the professional activities of teachers. Educational management is essential so that employees’ organization under an organizational climate and atmosphere. It requires internal communication tools to ensure subordinates understand their roles. This will also decrease the uncertainty, understanding of responsibilities, and effective cooperation between internal units. Nevertheless, despite the beneficial effect of organizational communication, Syakur et al. (2020) found in their study that there was no direct and positive significant effect of communication on organizational culture. Teachers also show the lowest level of organizational communication in informative communication (Akdemir, 2019) and a lack of time for communication (Schad, 2019).

Meanwhile, in the educational context, teacher’s motivation is an important factor that is closely related to several variables in education such as student motivation, educational reform, teaching practice and fulfillment, and teacher psychological well-being (Fahmi et al., 2022). On that note, according to Fugoso (2019) research more than half of the respondents (61%) have high intrinsic motivation, but in terms of extrinsic motivation, 39% of respondents had a low level, while 39% had a moderate, study subjects have moderate overall work motivation. On the contrary, Bongco and Ancho (2019) argued that teachers feel motivated to work through the demands of their families as a strong motivator despite having to take home some work that takes time from their personal lives. Considerably, Filipino teachers went into teaching primarily for external motivation, specifically job security (Soliman, 2020).

Considering the aforesaid factors for teachers to better deliver the educational goal, it is also said according to Hanim, Nurdyansyah, and Ruchana (2020) that if educators have poor pedagogical competence teacher performance is said to be poor or not qualified. Unfortunately, the study of Refugio, Galleto, and Torres (2019) about the competitive landscape of Grade 9 mathematics teachers disclosed that the higher the number of years the teachers teaching and educational qualification corresponds to a higher content and pedagogical competence, while the higher the number of training and seminars attended by the teachers corresponds to a lower content and pedagogical competence. Further, Obispo (2022) concluded in his study about science pre-service teachers that pedagogical competence is moderately evident in terms of social regard for learning, learning environment, diversity of learners, curriculum, community linkages, and personal growth and professional development domain.

However, despite these numerous studies that investigated educational management, no study yet has been conducted particularly in the division of Cabuyao City which talks about organizational communication, work motivation, and pedagogical competence of elementary public school teachers.

Hence, this study aimed in determining the organizational communication, work motivation, and pedagogical competence of elementary public-school teachers in the division of Cabuyao City, and eventually, this study could serve as feedback to them as to the teachers’ perceived organizational communication, work motivation, and pedagogical competence. Likewise, it could provide baseline data to fellow teachers on how organizational communication and work motivation is important to their pedagogical competence and makes them aware of whether they are truly engaged and motivated to achieve common goals. Lastly,
it could also serve to improve the organizational communication, work motivation, and pedagogical competence of elementary public school teachers.

1.1 Objective of the Study

The overall objective of the study was to (1) determine the respondents’ level of organizational communication in terms of task-oriented communication and informative communication, (2) determine the level of work motivation in terms of intrinsic and extrinsic (3) determine the level of pedagogical competence in terms of knowledge, skills, and professional development, (4) to probe the relationship between the respondents’ level of organizational communication and work motivation, (5) to probe the relationship between the respondents’ level of organizational communication and pedagogical competence, (6) to probe the relationship between the respondents’ level work motivation and pedagogical competence, (7) and to prove predictive are level of organizational communication and level of work motivation, taken singly or in combination, of level of pedagogical competence of public elementary school teachers in the Division of Cabuyao City.

II. Methods

The researcher utilized a descriptive-correlational method of research with the help of a survey questionnaire as the main source of data. Copeland (2022) stated that the aim of descriptive research is to describe a phenomenon and its characteristics. This research is more concerned with what rather than how or why something has happened. Correlational research refers to a non-experimental research method that studies the relationship between two variables with the help of statistical analysis. Correlational research does not study the effects of extraneous variables on the variables under study. This study described the level of organizational communication, level of work motivation, and level of pedagogical competence of public elementary school teachers. Likewise, it probed the significance of relationships, through correlation, between and among the level of organizational communication, level of work motivation, and level of pedagogical competence of selected public elementary school teachers.

The primary sources of data were the teachers of public elementary schools in the Division of Cabuyao. Only the empirical data generated from them were statistically treated and analyzed in this study. The population of the study consisted of 981 teachers of public elementary schools in the Division of Cabuyao City, academic year 2022-2023. Using the Raosoft Calculator at confidence level of 95% and a margin of error of 5%, a sample size of 277 arrived from the following respondents Baclaran ES (14), Banay-Banay ES (10), Banlic ES (12), Bigaa ES (14), Butong ES (8), Cabuyao Central (20), Casile ES (3), Diezmo ES (5), Gulod ES (12), Guinting ES (2), Mamaitid ES (37), Nuigan ES (10), North Marinig ES (21), Pittland ES (5), Pulo ES(24), San Isidro ES (16), Southville ES (45), South Marinig ES (13), and Sala ES (6). Hence, the actual selection of the respondents was done using the stratified random sampling technique.

A researcher-made questionnaire was utilized to acquire the necessary primary data for the study. The instrument was divided into three (3) parts. Part 1 dealt with the level of organizational communication of elementary school teacher. Part 2 pertained to the level of work motivation of elementary school teachers Part 3 covered the level of pedagogical competence of selected public elementary school teachers.

The researcher sought the advice of her adviser to assess the substance and suitability of the items. Then, the questionnaire was submitted for face validation to a panel of experts.
consisting of a researcher, statistician, and a specialist in the field. The suggestions and recommendations of the panel were incorporated in the draft of the questionnaire. Also, the researcher-made questionnaire underwent a reliability test using Cronbach’s Alpha for a thorough validation of the formulated indicators. Result of Reliability test using Cronbach Alpha test were 0.871 for organizational communication, 0.894 for work motivation, and 0.913 for pedagogical competence.

For this descriptive-correlational research study, the questionnaire was thought to be the best data-gathering tool. Prior to data gathering, the researcher asked permission from the Schools Division Superintendent of DepEd Cabuyao City for the distribution of the research instrument. Afterwards, the researcher informed the school heads of the public elementary school teachers to conduct the study and get the total number of teachers in the academic year 2022-2023.

The questionnaires were sent to the respondents online with the use of Google Forms. The respondents were assured of their privacy and confidentiality of information about their identities. The respondents answered the survey questionnaire via google forms voluntarily and privately. The information gathered was tallied and statistically treated using Weighted Mean, Pearson r and Stepwise regression analysis (ANOVA).

III. Results and Discussion

Table 1. Level of Organizational Communication of Public Elementary School Teachers in the Division of Cabuyao City: Task-Oriented Communication

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Weighted Mean</th>
<th>Verbal Interpretation</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Most of the daily communication I receive comes in the form of &quot;directives&quot; from the principal.</td>
<td>3.53</td>
<td>Very High (Strongly Agree)</td>
<td>7</td>
</tr>
<tr>
<td>2. In most situations, I receive the information I need to effectively perform my job.</td>
<td>3.57</td>
<td>Very High (Strongly Agree)</td>
<td>4</td>
</tr>
<tr>
<td>3. Most of the meetings I attend are useful for obtaining the information I need to do my job.</td>
<td>3.69</td>
<td>Very High (Strongly Agree)</td>
<td>2</td>
</tr>
<tr>
<td>4. The directives that come from the principal are clear and consistent that will lead to perform my task efficiently and effectively.</td>
<td>3.71</td>
<td>Very High (Strongly Agree)</td>
<td>1</td>
</tr>
<tr>
<td>5. I receive the information I need to perform my job in a timely manner.</td>
<td>3.64</td>
<td>Very High (Strongly Agree)</td>
<td>3</td>
</tr>
<tr>
<td>6. My co-teachers and I readily share important information that is critical to our success.</td>
<td>3.54</td>
<td>Very High (Strongly Agree)</td>
<td>5.5</td>
</tr>
<tr>
<td>7. The principal value my ideas to reach the organizational goals.</td>
<td>3.54</td>
<td>Very High (Strongly Agree)</td>
<td>5.5</td>
</tr>
</tbody>
</table>

Average Weighted Mean          3.60          Very High (Strongly Agree)
Table 1 presents the level of organizational communication of public elementary school teachers in terms of task-oriented communication. As seen in the table, indicator 4 “The directives that come from the principal are clear and consistent that will lead to perform my task efficiently and effectively” was ranked 1 with a weighted mean of 3.71, verbally interpreted as “very high”, indicator 3 with a weighted mean of 3.69, “Most of the meetings I attend are useful for obtaining the information I need to do my job” was ranked 2, verbally interpreted as “very high”, and indicator 5 “I receive the information I need to perform my job in a timely manner” with a weighted mean of 3.64 was ranked 3, verbally interpreted as “very high”.

On the other hand, by indicator 2 “In most situations, I receive the information I need to effectively perform my job” was ranked 4 with a weighted mean of 3.57, verbally interpreted as “very high”; indicator 6 “My co-teachers and I readily share important information that is critical to our success”, and indicator 7 “The principal value my ideas to reach the organizational goals” both ranked 5.5 and obtained the weighted mean of 3.54, verbally interpreted as “very high”; and lastly indicator 1 “Most of the daily communication I receive comes in the form of "directives" from the principal” was ranked 7 with a weighted mean of 3.53 and verbally interpreted as “very high”.

To sum up, the average weighted mean of 3.60 revealed that the level of organizational communication of public elementary school teachers in terms of task-oriented communication was ‘very high’. This implies that the directives that came from the principal are clear and consistent that will lead to perform their task efficiently and effectively and most of the meetings they attended were useful for obtaining the information needed to do their job.

This affirms the study of Diberardinis et al. (2018) as the results showed that the amount of task-oriented interaction was significant in determining goal accomplishment. Thus, Taiwo (2018) found that task-oriented communication is an exchange focusing on effectively neutral instrumental activities that are related to task accomplishment. Moreso, Franklin, and Marshall (2019) Communication satisfaction seems to be more related to task-oriented communication because task-oriented communication is immediately rewarded by task performance. Also, since people are more task-oriented in remote communication than in face-to-face communication, it is expected that compared to relationship-building communication, task-oriented communication shows a larger influence on communication.

Table 2
Level of Organizational Communication of Public Elementary School Teachers in the Division of Cabuyao City: Informative Communication

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Weighted Mean</th>
<th>Verbal Interpretation</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Most of the information passed down from management is detailed and accurate.</td>
<td>3.58</td>
<td>Very High (Strongly Agree)</td>
<td>5.5</td>
</tr>
<tr>
<td>2. I feel comfortable passing along information that I receive from our principal to my co-teachers.</td>
<td>3.58</td>
<td>Very High (Strongly Agree)</td>
<td>5.5</td>
</tr>
<tr>
<td>3. I get most of my information about school news and events via memos/emails/chats.</td>
<td>3.67</td>
<td>Very High (Strongly Agree)</td>
<td>1.5</td>
</tr>
</tbody>
</table>
4. The lines of communication are "open" all the way to the principal. 3.63 Very High (Strongly Agree) 3

5. My superior provides a sufficient amount of useful information that I understand. 3.62 Very High (Strongly Agree) 4

6. Most of the group meetings I attended are informative and worthwhile. 3.67 Very High (Strongly Agree) 1.5

7. I was frequently offered to attend seminars and workshops to gain new knowledge and learning opportunities 3.39 Very High (Strongly Agree) 7

| Average | 3.59 Very High (Strongly Agree) |

Table 2 presents the level of organizational communication of public elementary school teachers in terms of informative communication. As seen in the table, indicator 3 “I get most of my information about school news and events via memos/emails/chats.” and indicator 6 “Most of the group meetings I attended are informative and worthwhile” both ranked 1.5, verbally interpreted as “very high”; and indicator 4 “The lines of communication are "open" all the way to the principal” was ranked 3 with a weighted mean of 3.63, verbally interpreted as “very high”.

On the other hand, indicator 5 “My superior provides a sufficient amount of useful information that I understand” was ranked 4 with a weighted mean of 3.62 and verbally interpreted as “very high”; Indicator 1 “Most of the information passed down from management is detailed and accurate” and Indicator 2 “I feel comfortable passing along information that I receive from our principal to my co-teachers” both ranked 5.5 with a weighted mean of 3.58 and verbally interpreted as “very high”; and lastly, indicator 7 “I was frequently offered to attend seminars and workshops to gain new knowledge and learning opportunities” was ranked 7 and verbally interpreted as “very high”.

To sum up, the average weighted mean of 3.59 revealed that the level of organizational communication of public elementary school teachers in terms of informative communication was ‘very high’. This implies that they got most of the information about school news and events via memos/emails/chats and most of the group meetings they attended were informative and worthwhile.

The result of the study affirms that informative information assets are critical as means to perform organizational activities such as operations, which are dependent on IS activities and have an impact on the performance of the organization (Jhunjhunwala, 2019). The importance of informative information in an organization is also stressed by Evans and Price (Yılmaz, 2020) who believe that information is managed by everyone in the organization and that it has an important role to play in the success of the organization. They hold that information should be managed through reporting, writing, reviewing, researching, and during meetings.
Table 3
Composite Table for the Level of Organizational Communication of Public Elementary School Teachers in the Division of Cabuyao City

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Weighted Mean</th>
<th>Verbal Interpretation</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Task-oriented communication</td>
<td>3.60</td>
<td>Very High (Strongly Agree)</td>
<td>1</td>
</tr>
<tr>
<td>2. Informative communication</td>
<td>3.59</td>
<td>Very High (Strongly Agree)</td>
<td>2</td>
</tr>
<tr>
<td>Overall Weighted Mean</td>
<td>3.60</td>
<td>Very High (Strongly Agree)</td>
<td></td>
</tr>
</tbody>
</table>

Table 3 presents the summary table on the level of organizational communication of public elementary school teachers. As reflected in the table, an overall weighted mean of 3.60 indicates that the level of organizational communication of public elementary school teachers was ‘very high’. Specifically, their level of organizational communication along task-oriented communication and along informative communication was very high with weighted means of 3.60 and 3.59, respectively.

The result implies that understanding the impact of these aspects of organizational communication is necessary for an educational leader to be effective in leading his subordinates and in building teachers’ morale, satisfaction, and engagement.

To a certain extent, the study results confirm the assertion of Wieczorek and Manard, (2018) which revealed that excellence in education stems from high-quality stakeholder relationships, and task-oriented or informative communication is the key to building these relationships. Effective communication creates positive school cultures wherein staff can adapt and embrace change. Increased skill in all components of effective communication decreases the fear associated with challenging conversations. Education is undergoing constant change, and good communication creates the supportive school climate needed to implement change. (Salamondra, 2021). Hence, The Critical Theory of Communication in organizations (De Benidicto et.al, 2018) finally, outlines how communication reforms can help workplaces become more productive and democratic.

Table 4
Level of Work Motivation of Public Elementary School Teachers in the Division of Cabuyao City:
Intrinsic Motivation

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Weighted Mean</th>
<th>Verbal Interpretation</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. I have responsibilities related to work.</td>
<td>3.71</td>
<td>Very High (Strongly Agree)</td>
<td>1</td>
</tr>
<tr>
<td>2. My colleagues appreciate me for what I did for my work.</td>
<td>3.51</td>
<td>Very High</td>
<td>7</td>
</tr>
</tbody>
</table>
3. I believe that I have full authority to do my work. 3.55 Very High (Strongly Agree) 5

4. I believe that the work I’ve done is respectable work. 3.66 Very High (Strongly Agree) 2

5. I see myself as an important employee of the institution. 3.56 Very High (Strongly Agree) 4

6. I have the right to decide on a subject related to my work. 3.46 Very High (Strongly Agree) 9

7. I set high standards for my work for myself and others. 3.47 Very High (Strongly Agree) 8

8. I make significant contributions related to my work. 3.53 Very High (Strongly Agree) 6

9. I do complete tasks from start to finish. 3.62 Very High (Strongly Agree) 3

Average 3.56 Very High (Strongly Agree)

Table 4 presents the level of work motivation of public elementary school teachers in terms of intrinsic motivation. As seen in the table, indicator 1 “I have responsibilities related to work” obtained a weighted mean of 3.71 and was ranked 1, verbally interpreted as “very high”, indicator 4 “I believe that the work I’ve done is respectable work” was ranked 2 with a weighted mean of 3.66, verbally interpreted as “very high”, and indicator 9 “I do complete tasks from start to finish” got a weighted mean of 3.62 was ranked 3, verbally interpreted as “very high”.

On the other hand, indicator 2 “My colleagues appreciate me for what I did for my work” was ranked 7 with a weighted mean of 3.51 and verbally interpreted as “very high”; indicator 7 “I set high standards for my work for myself and others” was ranked 8 with a weighted mean of 3.47 and verbally interpreted as “very high”; and lastly, indicator 6 “I have the right to decide on a subject related to my work” obtained the weighted mean of 3.46 was ranked 9 with a verbal interpretation of “very high”.

To sum up, the average weighted mean of 3.56 revealed that the level of work motivation of public elementary school teachers along with intrinsic motivation was ‘very high’. This implies that they have responsibilities related to work and believe that the work they have done is respectable work.

The findings are consistent with the study of Kapur (2019) emphasized the positive impact of intrinsic motivation and teacher professional development resource categories. These are, achievement and related outcomes, beliefs, classroom characteristics, collaboration, curriculum, emotions, empowerment, grade level, identity, features of educational institutions,
international comparisons, motivation, perceptions, policies, program comparisons, quality of education, reform and innovation, research, leadership, student behavior, student characteristics, subject domains, teacher characteristics, technology, testing and standards, and theories. Moreover, Arofiq (2020) research concluded that intrinsic motivation has a significant impact on job achievement. The success of teachers' work is closely tied to their level of motivation; highly motivated teachers produce good work. It is clear from this that teachers who are intrinsically driven can set specific goals and then work to improve student performance.

**Table 4**  
*Level of Work Motivation of Public Elementary School Teachers in the Division of Cabuyao City: Intrinsic Motivation*

<table>
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<tr>
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<td>3.51</td>
<td>Very High (Strongly Agree)</td>
<td>7</td>
</tr>
<tr>
<td>3. I believe that I have full authority to do my work.</td>
<td>3.55</td>
<td>Very High (Strongly Agree)</td>
<td>5</td>
</tr>
<tr>
<td>4. I believe that the work I've done is respectable work.</td>
<td>3.66</td>
<td>Very High (Strongly Agree)</td>
<td>2</td>
</tr>
<tr>
<td>5. I see myself as an important employee of the institution.</td>
<td>3.56</td>
<td>Very High (Strongly Agree)</td>
<td>4</td>
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<tr>
<td>6. I have the right to decide on a subject related to my work.</td>
<td>3.46</td>
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<td>9</td>
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<td>7. I set high standards for my work for myself and others.</td>
<td>3.47</td>
<td>Very High (Strongly Agree)</td>
<td>8</td>
</tr>
<tr>
<td>8. I make significant contributions related to my work.</td>
<td>3.53</td>
<td>Very High (Strongly Agree)</td>
<td>6</td>
</tr>
<tr>
<td>9. I do complete tasks from start to finish.</td>
<td>3.62</td>
<td>Very High (Strongly Agree)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td>3.56</td>
<td>Very High (Strongly Agree)</td>
<td></td>
</tr>
</tbody>
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Table 5
Level of Work Motivation of Public Elementary School Teachers in the Division of Cabuyao City: Extrinsic Motivation

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Weighted Mean</th>
<th>Verbal Interpretation</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The physical conditions of the school are suitable for the environment of work.</td>
<td>3.48</td>
<td>Very High (Strongly Agree)</td>
<td>1</td>
</tr>
<tr>
<td>2. School equipment and supplies are sufficient.</td>
<td>3.13</td>
<td>High (Agree)</td>
<td>7</td>
</tr>
<tr>
<td>3. There is an opportunity to get promoted in my work.</td>
<td>3.35</td>
<td>Very High (Strongly Agree)</td>
<td>3.5</td>
</tr>
<tr>
<td>4. My superiors help me to solve disagreements with my colleagues.</td>
<td>3.38</td>
<td>Very High (Strongly Agree)</td>
<td>2</td>
</tr>
<tr>
<td>5. My superior recognizes my high performance.</td>
<td>3.35</td>
<td>Very High</td>
<td>3.5</td>
</tr>
</tbody>
</table>
6. I am awarded due to my high performance. 3.12 (Strongly Agree) High 8
7. My colleagues are always with me in solving personal and familial problems. 3.22 (High Agree) 6
8. I think that my salary is enough that get from my work 2.95 (High Agree) 9
9. My superior provides me with information about how well I am doing 3.28 (Very High Strongly Agree) 5

Average 3.25 (Very High Strongly Agree)

Table 5 presents the level of work motivation of public elementary school teachers in terms of extrinsic motivation. As seen in the table, indicator 1 “The physical conditions of the school are suitable for the environment of work” with a weighted mean of 3.48 was ranked 1, verbally interpreted as ‘very high’, indicator 4 “My superiors help me to solve disagreements with my colleagues” was ranked 2 with a weighted mean of 3.38, verbally interpreted as ‘very high’, and indicators 3 and 5, “There is an opportunity to get promoted in my work”, “My superior recognizes my high performance” were both ranked 3 with weighted mean of 3.5 respectively, verbally interpreted as ‘very high’.

However, the public elementary school teachers’ level of work extrinsic motivation, verbally interpreted as ‘high’ along indicator 2 “School equipment and supplies are sufficient” was ranked 7 and obtained the weighted mean of 3.13; indicator 6 “I am awarded due to my high performance” was ranked 8 with a weighted mean of 3.12; and indicator 8 “I think that my salary is enough that get from my work” was ranked 9 with a weighted mean of 3.28.

To sum up, the average weighted mean of 3.25 revealed that the level of work motivation of public elementary school teachers in terms of extrinsic was ‘very high’. This implies that the physical conditions of the school are suitable for the environment of work and their superiors helped them to solve disagreements with their colleagues.

To a certain extent, the study results confirm the assertion of Ceylan and Özbal (2020) that extrinsic factors are the perks that the school offers to the outside world. Extrinsic motivation is a forced that typically draws a person in the direction of a goal. It comes from the workplace that is not internal to the individual. It might be concrete, like a competitive salary, benefits, policies that are beneficial to employees, and a welcoming environment, or it can be intangible, like compliments, encouragement, acknowledgment, and supportive comments. Moreover, Kumari and Kumar (2023) extrinsically driven teachers are more likely to seek out other perks such as time off, income, and other extrinsic rewards associated with their profession.
Table 6
Composite Table for the Level of Work Motivation of Public Elementary School Teachers in the Division of Cabuyao City

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Weighted Mean</th>
<th>Verbal Interpretation</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Intrinsic Motivation</td>
<td>3.56</td>
<td>Very High</td>
<td>1</td>
</tr>
<tr>
<td>2. Extrinsic Motivation</td>
<td>3.25</td>
<td>Very High</td>
<td>2</td>
</tr>
<tr>
<td>Overall Weighted Mean</td>
<td>3.41</td>
<td>Very High</td>
<td></td>
</tr>
</tbody>
</table>

Table 6 presents the summary table for the level of work motivation of public elementary school teachers. As gleaned from the table, the overall weighted mean of 3.41 indicates that the level of work motivation of public elementary school teachers was ‘very high’. Specifically, their level of work motivation was verbally interpreted as “very high” along intrinsic motivation and extrinsic motivation with weighted means of 3.56 and 3.25, respectively.

The study results imply that teachers’ work motivation is an important factor of a quality of education process, a significant factor of the psychological wellbeing of teachers, the element affecting teachers’ work satisfaction, and a substantial safety factor since motivated employees are more likely to be committed to the educational establishment and less likely to leave the organization or to demonstrate disloyal behavior.

The study results are reinforced by the study of Dickhauser et al. (2021) illustrating that individual perceptions of school goal structures are related to teachers’ motivation, commitment and motivation were well studied in the domain of work, given that the importance of having committed and motivated employees to enhance organizational performance. Moreover, according to Herzberg’s theory of motivation applied to the workplace, there are two types of motivating factors: 1) satisfiers (motivators), which are the main drivers of job satisfaction and include achievements, recognition, responsibility, and work advancement, and 2) dissatisfiers (hygiene factors), which are the main causes of job dissatisfaction and include factors such as working conditions, salaries, relationships with colleagues, administrative policies, and supervision. Hence, motivation has significant influence on the level of individual commitment at work (Irfan and Marzuki, 2018).

Table 7
Level of Pedagogical Competence of Public Elementary School Teachers in the Division of Cabuyao City:
Knowledge

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Weighted Mean</th>
<th>Verbal Interpretation</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Manage the class situation to give the same learning chances in all students.</td>
<td>3.61</td>
<td>Very High (Strongly Agree)</td>
<td>5</td>
</tr>
<tr>
<td>2. Plan the learning process related to each other by focusing on the learning process</td>
<td>3.65</td>
<td>Very High</td>
<td>2.5</td>
</tr>
</tbody>
</table>
3. Arrange the learning plans related to the syllabus. 3.63 Very High (Strongly Agree)
4. Conduct learning activities related to curricula and connect it with daily life. 3.57 Very High (Strongly Agree)
5. Support students to learn based on their learning styles. 3.65 Very High (Strongly Agree)
6. Pay attention to students and respond to them. 3.67 Very High (Strongly Agree)

| Average | 3.63 | Very High (Strongly Agree) |

Table 7 presents the level of pedagogical competence of public elementary school teachers in terms of knowledge. As seen in the table, indicator 6 “Pay attention to students and respond to them” was ranked 1 with a weighted mean of 3.67 and verbally interpreted as “very high”; indicators 2 “Plan the learning process related to each other by focusing on the learning process.” and indicator 5 “Support students to learn based on their learning styles” obtained a weighted mean of 3.65 were ranked 2.5 and verbally interpreted as “very high”.

On the other hand, indicator 3 “Arrange the learning plans related to the syllabus” was ranked 4 with a weighted mean of 3.57 and verbally interpreted as “very high”; indicator 1 “Manage the class situation to give the same learning chances in all students” was ranked 5 with a weighted mean of 3.64, verbally interpreted as “very high”, and indicator 4 “Conduct learning activities related to curricula and connect it with daily life” was ranked 6 as it obtained a weighted mean of 3.57, verbally interpreted as “very high”.

To sum up, the average weighted mean of 3.63 revealed that the level of pedagogical competence of public elementary school teachers in terms of knowledge was ‘very high’. This implies that public elementary school teachers pay attention to students and respond to them and support students learning based on their learning styles.

The study results confirm the assertions of Fakhrutdinova, Ziganshina et al. (2020) that the components of the teacher pedagogical competence makes it possible to assert that it assumes the knowledge of the taught subject; creative organization of training on the basis of increasing intensity, individualization, and independent creative work, development of student’s creative potential. The study stated that a teacher should be able to: apply in the educational process the knowledge of historical basis, modern developments, modernization trends in the scientific field, and its integration with other sciences; present the teaching material in direct connection with the disciplines in the curriculum; use the knowledge of culture and art as a means of students’ education. It can be assumed that teachers’ knowledge of good tasks and teaching strategies is more related to cognitive activation, and their knowledge of students’ typical misconceptions helps them to individually support students by addressing these misconceptions (Fautha, Decristan et al., 2019)
Table 8
Level of Pedagogical Competence of Public Elementary School Teachers in the Division of Cabuyao City: Skills

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Weighted Mean</th>
<th>Verbal Interpretation</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Brainstorm and seek out opportunities for learners to improve their ideas and the way they react to situations.</td>
<td>3.52</td>
<td>Very High (Strongly Agree)</td>
<td>6</td>
</tr>
<tr>
<td>2. Ensure that a more comprehensive approach to inquiry that includes wonder and reflection must be used in the classroom.</td>
<td>3.55</td>
<td>Very High (Strongly Agree)</td>
<td>4.5</td>
</tr>
<tr>
<td>3. Facilitate the learners in organizing, classifying, questioning, or evaluating the work of their classmates.</td>
<td>3.58</td>
<td>Very High (Strongly Agree)</td>
<td>3</td>
</tr>
<tr>
<td>4. Bring together relevant information and perspectives to inform the thoughts, actions, or beliefs of learners.</td>
<td>3.55</td>
<td>Very High (Strongly Agree)</td>
<td>4.5</td>
</tr>
<tr>
<td>5. Use PowerPoint presentation with moving clip art or animation for them to feel and catch the attention of the pupils.</td>
<td>3.64</td>
<td>Very High (Strongly Agree)</td>
<td>1</td>
</tr>
<tr>
<td>6. Make printed materials in remediation for slow learners.</td>
<td>3.61</td>
<td>Very High (Strongly Agree)</td>
<td>2</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td><strong>3.57</strong></td>
<td><strong>Very High (Strongly Agree)</strong></td>
<td></td>
</tr>
</tbody>
</table>

Table 8 presents the level of pedagogical competence of public elementary school teachers in terms of skills. As seen in the table, indicator 5 “Use PowerPoint presentation with moving clip art or animation for them to feel and catch the attention of the pupils” was ranked 1 with a weighted mean of 3.64 and verbally interpreted as “very high”; indicator 6 “Make printed materials in remediation for slow learners” obtained a weighted mean of 3.61 was ranked 2 and verbally interpreted as “very high”; and indicator 3 “Facilitate the learners in organizing, classifying, questioning, or evaluating the work of their classmates” got a weighted mean of 3.58 was ranked 3 and verbally interpreted as “very high”.

On the other hand, indicator 2 “Ensure that a more comprehensive approach to inquiry that includes wonder and reflection must be used in the classroom” and Indicator 4 “Bring together relevant information and perspectives to inform the thoughts, actions, or beliefs of learners” both got a weighted mean of 3.55 and were ranked 4.5 and verbally interpreted as “very high”; and lastly, indicator 6 “Brainstorm and seek out opportunities for learners to improve their ideas and the way they react to situations” was ranked 6 with a weighted mean of 3.52, verbally interpreted as “very high”.

To sum up, the average weighted mean of 3.57 revealed that the level of pedagogical competence of public elementary school teachers in terms of skills was very high. This implies the more comprehensive approach to inquiry that includes wonder and reflection must be used...
in the classroom and brainstorm and seek out opportunities for learners to improve their ideas and the way they react to situations.

These findings support the study conducted by Bachmann (2018) stating that teachers must be very good at what they do for teaching and learning to go well. To ascertain what these competencies are, they must be investigated within the context of teaching practices. Their abilities must be related to their academic and instructional experience, professional growth, student engagement, and assessment (Rodrigues, Fernandez-Macias & Sostero, 2021).

Table 9

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Weighted Mean</th>
<th>Verbal Interpretation</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I have attended seminars and it helped me do my job better.</td>
<td>3.58</td>
<td>Very High (Strongly Agree)</td>
<td>4</td>
</tr>
<tr>
<td>2. content is relevant to my current job functions.</td>
<td>3.62</td>
<td>Very High (Strongly Agree)</td>
<td>3</td>
</tr>
<tr>
<td>3. I have attended seminars that help my students in the classroom.</td>
<td>3.63</td>
<td>Very High (Strongly Agree)</td>
<td>1.5</td>
</tr>
<tr>
<td>4. have attended seminars helped me prepare for advancement.</td>
<td>3.57</td>
<td>Very High (Strongly Agree)</td>
<td>5</td>
</tr>
<tr>
<td>5. offers practical information or skills for me to implement.</td>
<td>3.55</td>
<td>Very High (Strongly Agree)</td>
<td>6</td>
</tr>
<tr>
<td>6. I have enhanced my capability to become a more effective and efficient teacher.</td>
<td>3.63</td>
<td>Very High (Strongly Agree)</td>
<td>1.5</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td><strong>3.60</strong></td>
<td><strong>Very High (Strongly Agree)</strong></td>
<td></td>
</tr>
</tbody>
</table>

Table 9 presents the level of pedagogical competence of public elementary school teachers in terms of professional development. As seen in the table, indicators 3 and 6, “I have attended seminars that help my students in the classroom” and “I have enhanced my capability to become a more effective and efficient teacher” obtained a weighted mean of 3.63 and ranked 1.5 respectively, and were verbally interpreted as “very high”, indicator 2 “content is relevant to my current job functions” was ranked 3 with a weighted mean of 3.62 and was verbally interpreted as “very high”.

On the other hand, indicator 1 “I have attended seminars and it helped me do my job better” with a weighted mean of 3.58 was ranked 4, verbally interpreted as “very high”, indicator 4 “have helped me prepare for advancement” obtained the weighted mean of 3.57 was ranked 5, verbally interpreted as “very high”, and indicator 5 “offers practical information or skills for me to implement” was ranked 6 with obtained weighted mean of 3.55, verbally interpreted as “very high”.

To sum up, the average weighted mean of 3.60 revealed that the level of pedagogical competence of public elementary school teachers in terms of professional development was

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very high. This implies they have attended seminars that help their students in the classroom and enhanced their capability to become a more effective and efficient teacher.

The results of this study are confirmed by Chair et al. (2019) as they found out that teachers perceived professional development as beneficial in enhancing the level of pedagogical competence, classroom instructions and student achievement. This stemmed from the fact that they’re able to implement new practices and introduce new ideas and strategies to learners after undergoing to PD. They were also enlightened on technology integration, diverse student learning styles, and ways on expanding and developing their skills and knowledge to meet students’ needs. Further, Sever and Yilmaz (2021) showed that Turkish teachers were keen to participate on professional development activities facilitated by the Ministry of National Education (MONE). In fact, 94.7% of teachers drew attention to the local planning of these programs to directly address issues and gaps that arise to them. They also perceive professional development essential in promoting and dissemination education policies.

Table 10
Composite Table for the Level of Pedagogical Competence of Public Elementary School Teachers in the Division of Cabuyao City

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Weighted Mean</th>
<th>Verbal Interpretation</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Knowledge</td>
<td>3.63</td>
<td>Very High (Strongly Agree)</td>
<td>1</td>
</tr>
<tr>
<td>2. Skills</td>
<td>3.57</td>
<td>Very High (Strongly Agree)</td>
<td>3</td>
</tr>
<tr>
<td>3. Professional development</td>
<td>3.60</td>
<td>Very High (Strongly Agree)</td>
<td>2</td>
</tr>
</tbody>
</table>

Overall Weighted Mean 3.60 Very High (Strongly Agree)

Table 10 shows the summary table for the level of pedagogical competence of public elementary school teachers. As presented in the table, the overall weighted mean of 3.60 indicates that the level of pedagogical competence of the public elementary school teachers was ‘very high.’ Specifically, their level of pedagogical competence along knowledge, skills and professional development was very high with weighted means of 3.63, 3.57 and 3.60, respectively.

The study result implies that the pedagogical competence of public elementary school teachers is viewed as a significant ingredient for a commendable delivery of quality instruction to the 21st-century learners, a benchmark from the global standards for quality education. It is a noteworthy orientation of teachers of owning accountability for personal growth and professional development.

The result supports the study of Looney (Hartini & Bakhti, 2018) which explained that qualified teachers need to have several abilities, including having broad knowledge, developing good relationships, classroom management, ability to assess, verbal skills, teaching and collaborative skills at work. The study found that qualified/competent teachers are categorized into four: having good personalities, good teaching skills, extensive knowledge, and teaching attitudes and behaviors. Thus, the results of the study also strengthened by Herbatianism Theory.
spawned by Kapur (2020). His works are founded on pedagogical ideas. The instructors are aware of the necessity to adequately prepare themselves before putting the teaching-learning techniques, teaching-learning materials, and instructional strategies into practice. Qualified teachers certainly need to have all of these aspects fulfilled. Consequently, in the study of König, Blömeke et al. (2020) stress the importance of the knowledge, skills, and professional development of teachers, highlighting that in addition to assimilating academic knowledge, teachers also need to incorporate knowledge and skills derived from experiential and practical experiences in the classroom.

Table 11

<table>
<thead>
<tr>
<th>Organizational Communication</th>
<th>Work Motivation</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Intrinsic</td>
<td>Extrinsic</td>
<td></td>
</tr>
<tr>
<td>Task-oriented communication</td>
<td>$r=0.672^{**}$</td>
<td>$r=0.620^{**}$</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Moderate correlation</td>
<td>Moderate correlation</td>
<td></td>
</tr>
<tr>
<td>Informative communication</td>
<td>$r=0.655^{**}$</td>
<td>$r=0.670^{**}$</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Moderate correlation</td>
<td>Moderate correlation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>p=0.000</td>
<td>p=0.000</td>
<td></td>
</tr>
</tbody>
</table>

Table 11 presents the relationship between the level of organizational communication and level of work motivation of the respondents. As seen, there was a significant relationship between task-oriented communication and intrinsic motivation ($r=0.672$; $p=.000<.01$); and between task-oriented communication and extrinsic motivation ($r=0.620$; $p=.000<.01$). This means that the higher is the level of teachers’ organizational communication along task-oriented communication, the higher the level of work motivation in terms of intrinsic and extrinsic motivation.

Further, there was a significant relationship between informative communication and intrinsic motivation ($r=0.655$; $p=.000<.01$); and between task-oriented communication and extrinsic motivation ($r=0.670$; $p=.000<.01$). This means that the higher is the level of teachers’ organizational communication along informative communication, the higher the level of work motivation in terms of intrinsic and extrinsic motivation.

The results of the present study affirms that of Akhdemir (2019), which indicates that there is a positive, high level and significant relationship between teachers’ organizational and their job motivation. Additionally, teachers’ perceptions regarding organizational communication play a significant role as a predictor of teachers’ perceptions regarding job motivation. Moreover, in the study of Amin (2022) found that the role of organizational communication in increasing the motivation of teachers has a significant influence.
Table 12
Relationship between the Level of Organizational Communication and the Level of Pedagogical Competence of Public Elementary School Teachers

<table>
<thead>
<tr>
<th>Organizational Communication</th>
<th>Pedagogical Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Knowledge</td>
</tr>
<tr>
<td>Task-oriented communication</td>
<td>r=0.634**</td>
</tr>
<tr>
<td></td>
<td>Moderate</td>
</tr>
<tr>
<td></td>
<td>p=0.000</td>
</tr>
<tr>
<td>Informative communication</td>
<td>r=0.654**</td>
</tr>
<tr>
<td></td>
<td>Moderate</td>
</tr>
<tr>
<td></td>
<td>p=0.000</td>
</tr>
</tbody>
</table>

**Significant @ 0.01

Table 12 presents the relationship between level of organizational communication and level of pedagogical competence of the respondents. As seen, there was a significant relationship between level of organizational communication along task-oriented communication and level of pedagogical competence along knowledge (r=0.634; p=.000<.01), skills (r=0.660; p=.000<.01), and professional development (r=0.617; p=.000<.01). This means that the higher the level of organizational communication along task-oriented communication, the higher the level of pedagogical competence along knowledge, skills and professional development of public elementary teachers.

Further, there was a significant relationship between level of organizational communication along informative communication and level of pedagogical competence along knowledge (r=0.654; p=.000<.01), skills (r=0.656; p=.000<.01), and professional development (r=0.604; p=.000<.01). This means that the higher the level of organizational communication along informative, the higher the level of pedagogical competence along knowledge, skills and professional development of public elementary teachers.

The result supports the study of Asrar et al. (2018) which states that teachers’ consistent and effective communication determines the pedagogical competence of teachers. Effective communication of teachers is vital for students’ understanding, learning and making them result-oriented; it also builds a structure of thought which shapes the thinking of the students. Effective communication is a necessary ingredient of teacher effectiveness (Okoli, 2019).

Table 13
Relationship between the Level of Work Motivation and the Level of Pedagogical Competence of Public Elementary School Teachers

<table>
<thead>
<tr>
<th>Work Motivation</th>
<th>Pedagogical Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Knowledge</td>
</tr>
<tr>
<td>Intrinsic</td>
<td>r=0.681**</td>
</tr>
</tbody>
</table>

**Significant @ 0.01

Technium Social Sciences Journal
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Table 13 presents the relationship between level of work motivation and level of pedagogical competence of the respondents. As shown, there was a significant relationship between level of work intrinsic motivation and level of pedagogical competence along knowledge (r=0.681; p=.000<.01), skills (r=0.724; p=.000<.01), and professional development (r=0.653; p=.000<.01). This means that the higher the level of work intrinsic motivation, the higher the level of pedagogical competence along knowledge, skills and professional development of public elementary teachers.

Further, there was a significant relationship between level of work extrinsic motivation and level of pedagogical competence along knowledge (r=0.527; p=.000<.01), skills (r=0.608; p=.000<.01), and professional development (r=0.604; p=.000<.01). This means that the higher the level of work extrinsic motivation, the higher the level of pedagogical competence along knowledge, skills and professional development of public elementary teachers.

The results support the study of Simorangkir et al. (2019), which observed that the increase in teacher performance is influenced by work motivation which is directed at achieving its goals at work. Work motivation becomes a motivation for someone to carry out an activity in order to get the best results (Wahyuningtyas et al., 2020). Therefore, it is not surprising that teachers who have high work motivation will show good performance.

Table 14

Stepwise Regression between Level of Organizational Communication, Level of Work Motivation taken Singly or in Combination of Level of Pedagogical Competence of Public Elementary School Teachers

<table>
<thead>
<tr>
<th>Predictor</th>
<th>Dependent Variable</th>
<th>R²</th>
<th>F</th>
<th>p-value</th>
<th>β</th>
<th>t</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task communication</td>
<td>Pedagogical competence</td>
<td>0.630</td>
<td>88.572</td>
<td>0.000</td>
<td>0.175</td>
<td>2.442</td>
<td>0.015*</td>
</tr>
<tr>
<td>Informative communication</td>
<td></td>
<td>0.192</td>
<td>2.607</td>
<td>0.010*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intrinsic motivation</td>
<td></td>
<td>0.318</td>
<td>3.514</td>
<td>0.001*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall work motivation</td>
<td></td>
<td>0.152</td>
<td>1.550</td>
<td>0.123</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Significant @ 0.05

As shown in Table 13, there was a multiple correlation between the respondents ‘level of organizational communication, level of work motivation, and level of pedagogical competence of public elementary school teachers. A value of 0.000 indicates a high level of prediction of the dependent variable (pedagogical competence). The obtained R square of 0.630
shows that independent variables (level of organizational communication and level of work motivation) explain the variability of the dependent variable (pedagogical competence). Further, the ANOVA shows that the independent variables level of organizational communication along with task-oriented communication and informative communication, and level of work motivation long with intrinsic motivation statistically significantly the predictors the dependent variable pedagogical competence with an F-value of 88.572 and a probability value of 0.000 which is less than the 0.05 significance level. This implies that the independent variables’ level of organizational communication in terms of task communication, informative communication and work motivation in terms of intrinsic motivation are the drivers of the level of pedagogical competence of public elementary school teachers along knowledge, skills and professional development.

The results support the study of Elvina and Chiao (2019) which revealed that organization communication and employee work engagement make a difference that enable workers to give excellent performance and make organization towards productivity that comes from (intrinsic and extrinsic motivation) In addition Dobblin (2022) found that the processes of motivation, training, and organizational communication have a decisive role in the behavioral approach of the manager, the training function being strongly based on it. Based on an efficient communication process, it is possible to draw the course of the evolution of the activities in the company, to transmit the responsibilities, tasks, and action plans.

IV. Conclusion and Recommendation

The public elementary school teachers’ level of organizational communication is very high for the directives that teachers receive directly from the principal are clear and consistent that will lead to the performance of their tasks efficiently and effectively and most of the meetings they attended are useful for obtaining the information needed to do their job.

The public elementary school teachers’ level of work motivation is very high for the teachers are intrinsically motivated by their work-related responsibilities and the conviction that their work is a respectable one and extrinsically motivated by the physical conditions of their school and their superiors’ intervention in solving disagreements within their ranks.

The public elementary school teachers’ level of pedagogical competence is very high for the public elementary school teachers is a significant factor for a commendable delivery of quality instruction to 21st-century learners, a benchmark from the global standards for quality education.

The higher the teachers’ level of organizational communication, the higher their level of work motivation.

The higher the teachers’ level of organizational communication, the higher their level of pedagogical competence.

The higher the teachers’ level of work motivation, the higher their level of pedagogical competence.

The independent variables task-oriented communication and informative communication under the level of organizational communication, and work motivation along with intrinsic motivation are the drivers of pedagogical competence.

Educational leaders should initiate conversations regularly by having an organized scheduling of teachers for “Face-to-Face Kamustahan” regarding their ideas, suggestions, questions, and other matters, concerning the teachers which will help them in developing and establishing good relationships with everyone including between teachers, students, and parents.
The school principals should motivate teachers through a fair promotion system, provision of adequate resources, an excellent working environment, incentives, pleasure at work, good organizational guidelines, and performance appraisal to sustain or even uplift the teachers’ motivation.

The public elementary schools teachers could sustain their pedagogical competence by continuing professional development through training, especially along the aspects of executing techniques and strategies to help them take into account individual student differences and develop their teaching of facts, concepts and principles; and also, along the aspect of evaluating to further improve their ability to prepare tasks or activities.

The school principal should have a shared commitment among the public elementary school teachers by having a consistent monthly monitoring and evaluation scheme to identify and consequently assist those faculties who are having difficulties in their professional aspects, to sustain the teachers’ motivation to continue the good performance they are exerting.

School administrators should provide teachers with great opportunities for professional development in teaching pedagogy and team building which makes communication with teachers become more open and stronger so they will be more productive, efficient, and effective teachers.

School leaders should recognize the efforts of persevering teachers by personal congratulatory by giving them certificates of appreciation and recognition for their hard work during faculty meetings and school programs to keep them motivated to do their best techniques and strategies as a teacher which students will directly benefit from it.

Future researchers may duplicate the investigation considering other variables such as work-life balance, leadership skills, and teacher efficacy.

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